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ABSTRACT

Resulting from several years of study by the American Assembly of Collegiate Schools of Business (AACSB) Committee on Equal Opportunity for Minorities and the Program to Increase Minorities In Business (PIMIB) Task Force, this report presents a series of recommendations for expanding the number of talented minority students entering collegiate schools of business and, subsequently, management. The first section of the report examines the need for the project, looking at participation rates of minority students in business schools and tracing the development of the PIMIB concept. The following factors are cited as contributing to low minority enrollments: a stagnation in the number of well-qualified minority high school graduates, a prevailing negative image of business, a high minority dropout rate, and inadequate counseling at the high school level. The next section presents recommendations for increasing minorities in business in four broad areas; i.e., action should be taken to: (1) increase efforts to provide information about business careers and business schools to secondary school and junior college students, counselors, and parents; (2) provide additional financial support for minority students; (3) replicate existing programs and develop new efforts designed to increase minority retention; and (4) encourage and support the upward mobility of minority managers. Finally, the AACSB's plans for implementing the PIMIB recommendations are discussed. Appendices include a list of initiatives designed to implement the key PIMIB recommendations. (EJV)

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Minorities in Management: An Action Plan

The Report of the AACSB Program to Increase Minorities in Business Task Force

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Minorities in Management: An Action Plan

The Report of the Program to Increase Minorities in Business (PIMIB) Task Force

William F. May, Chairman

American Assembly of Collegiate Schools of Business
St. Louis, Missouri
December 1983

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The Need

This report is the result of several years of study by the AACSB Committee on Equal Opportunity for Minorities and the Program to Increase Minorities in Business (PIMIB) Task Force, a separate group created by the Committee and charged with developing an action plan for expanding the number of talented minority students entering collegiate schools of business and, subsequently, management.

Reasons for This Study

As late as 1966, it was estimated that as few as 50 black students graduated from accredited MBA programs in the United States. During the next few years, minority[1] enrollment in business schools rose measurably, totalling 10.8 percent of all undergraduates and 5.9 percent of master's students at AACSB schools by 1974.[2] However, minorities as a group have not shared in the rapid enrollment growth experienced by business schools over the past decade. By 1980, the last year for which figures are available, minority enrollment had risen to 11.2 percent and 7.2 percent of undergraduate and master's enrollment respectively.[3] Several reports indicate that minority enrollment at a number of widely recognized schools is now dropping. Together, these totals compare unfavorably with the 17.2 percent of total college and university enrollment, the 20.2 percent of total U.S. population, and the 21 percent of "college age" U.S. population that is constituted by minorities.

In 1978, several educational and corporate members of AACSB met with the Minorities Committee to discuss these trends. They observed that given the 15 to 25 years normally necessary for a new business school graduate to move into middle or upper-level management, minorities will continue to be underrepresented in business leadership positions in the year 2000. It was agreed that the social, legal, political, and economic costs of continuing this situation well into the 21st century are not appealing.

Development of the PIMIB Concept

Based on this input, members and staff of the Minorities Committee began a series of steps that resulted in development of the PIMIB action plan. Initially, a number of meetings were held throughout the nation with corporate officials, business deans and admissions officers from majority and predominantly minority schools, representatives of other business and educational groups, spokespersons for minority organizations, and leaders of numerous existing programs designed to increase the number of minorities in business. These discussions revealed a surprising range of efforts which focus on a particular corporation, school, community, career stage, or discipline within business. Many of these activities appear successful within their own environment, yet most participants agreed that the national momentum for attracting minorities to business schools had lessened. Among the factors identified at the meetings as contributing to low minority enrollments were:

- a stagnation in the number of well-qualified minority high school graduates;
- little recent growth in the funding of minority scholarships;
- a negative image of business, and a nonexistent image of management careers prevailing in many minority communities;
- a high dropout rate of minority students at some majority schools, which has caused the schools to become more selective in their admissions policies;

[1] United States citizens identified by AACSB member schools as black, Hispanic-American, Asian-American or Native American.

[2] *1974 Minority Report: Student Enrollments and Faculty Distribution* (St. Louis: AACSB, 1975)

[3] AACSB *Newsline*, April 1982

- inadequate counseling at the high school level, and course offerings that are not likely to portray business as a challenging and rewarding occupation to talented students of any race.

The Minorities Committee concluded that no single concerned group can deal effectively with each of these separate yet related factors, which span a wide range of educational levels and social conditions. One corporation, school, or academic discipline launching a program to attract more talented minority students can achieve success only at the expense of others that draw from the same fixed pool of students. The larger problem of eliminating racial imbalance in management and in schools is not remedied by such activity.

Clearly, it is beyond the resources of AACSB to conduct a national program reaching into primary and secondary schools, colleges and universities, and corporations. But because AACSB is an organization of business schools, corporations, educational and professional groups, and governmental agencies, the Minorities Committee determined it has a unique opportunity to serve as a catalyst and umbrella organization. Through PIMIB, the Committee seeks to apply the knowledge, experience, financial resources, and commitment of many interests to different elements of the problem in a coordinated, cooperative fashion. By strengthening and expanding effective existing efforts, and by initiating programs that bridge the remaining gaps in support for minority students as they move through the educational pipeline, PIMIB is designed to expand the talent pool.

Following the conclusion of these fact-finding meetings in 1979, the Minorities Committee began to lay the groundwork for other steps necessary to convert the PIMIB concept into an action program. Funds necessary to complete preliminary activities and to help launch action steps were raised from 12 corporations and foundations. Researchers at the University of Wisconsin-Madison and the University of Texas at San Antonio were contracted to investigate in more detail specific issues concerning the recruitment and retention of minority groups by business schools and employers. The resulting reports catalogued existing information, recruitment, and support programs conducted by individual business schools; similar efforts operated by groups of business schools or by independent organizations; the educational characteristics, career decision-making process, and current status of existing minority managers; specific concerns relating to Hispanic-Americans and Native Americans; summer enrichment programs held for minority students; and the appropriate use of role models in minority recruitment and support activities.

Information gathered by the researchers during 1981 was then presented to the PIMIB Task Force, which met both as a group and in various subcommittees over an 18-month period in 1982 and 1983. Though the Task Force was created by the AACSB Minorities Committee, a majority of its membership was comprised of persons representing organizations with little or no record of prior AACSB activity. The composition reflected a recognition that AACSB (or any other group) must reach beyond its own members and traditional areas of activity in order to obtain the expertise and resources necessary to deal with the complex set of problems relating to attracting more minorities to business. In addition, it was intended that diverse membership on the Task Force would encourage objective and balanced analysis of existing programs, and of the needs and concerns voiced by various schools, racial/ethnic groups, and other interests.

The recommendations and action plan presented in the following chapter were unanimously adopted by the PIMIB Task Force at its final meeting on September 30, 1983, and subsequently approved by the AACSB Board of Directors on October 13, 1983.

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Recommendations

Nearly 200 proposed action steps were reviewed by the Task Force during the course of its work. While most of the ideas offered were useful, it was necessary to assign priorities to them in order to create a manageable plan for increasing minorities in business. As a result, the Task Force recommended action in four broad areas.

TABLE 1

PIMIB Task Force
Summary of Final Recommendations and Action Steps

Recommendation #1: Increase efforts to provide information about business careers and business schools to pre-college students, counselors, and parents.

Steps:
- A. Develop and implement a communications/media campaign.
- B. Establish a clearinghouse for information on model business/school/community programs, speakers, and other activities aimed at minority students.
- C. Establish and disseminate a model junior high and high school pre-business curriculum.
- D. Strengthen the pre-business curriculum and counseling among junior colleges.
- E. Develop programs to identify talented students from high schools, junior colleges, and other majors within the university, and recruit them into business programs.

Recommendation #2: Provide additional financial support for minority students and business school programs assisting minorities.

Steps:
- A. Assess the specific need for financial aid by minority students.
- B. Document and evaluate existing sources of financial aid for minority students seeking business careers.
- C. Assess the need and financial requirements for minority program development and improvement.

Recommendation #3: Replicate existing programs and develop new efforts designed to increase the retention of minority students enrolled in business schools.

Steps:
- A. Develop business student associations and programs.
- B. Develop model pre-college skills orientation program.
- C. Assist schools in developing minority support networks.

Recommendation #4: Encourage and support the upward mobility of minority managers in business organizations.

Steps:
- A. Develop and disseminate information on evaluation of managers for upward mobility efforts.
- B. Develop and disseminate information on rewards for upward mobility achievers.
- C. Development and disseminate information on identification and development of minorities for management.

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Recommendation #1. **Increase efforts to provide information about business careers and business schools to pre-college students, counselors, and parents.**

A communications campaign should be developed to make elementary, junior high, and high school students aware of the opportunities available to them through college and a business curriculum. In addition to addressing student issues and needs, the campaign should provide information for parents, counselors, and teachers to support students in seeking out these opportunities. Since the preparation for entrance into college begins at an early age, it is important that some of the communications effort focus on elementary school children. PIMIB should explore cooperative activity in this regard with existing or contemplated national programs conducted by engineering schools, law schools, and graduate business school admissions officers.

The primary focus of the campaign should be to make careers in business attractive, to remove negative impressions of business, and to show minorities in business professions. Therefore, any media campaign should aim to improve the image of corporate America in the minority community. It should convince students that business careers are a viable route to the mainstream of American society and that such careers provide intrinsic and extrinsic rewards. Communications efforts should encourage students to complete high school, gain entrance to a college or university, and then view business as a highly attractive career choice. Various elements of the media campaign should reflect differences in regional conditions and needs, recognize specific opportunities available to women, and feature a range of business schools characteristic of the entire AACSB membership.

In addition to the media campaign, a brochure should be developed to acquaint students with management education and careers. Information in the brochure should include:

1. Basic preparation necessary to get into college
2. Application and admission procedures
3. Resources for financing a college education
4. Survival information on testing, studying, and curriculum
5. Support organizations at the high school and college level
6. Employment and career opportunities in business
7. Graduate programs
8. Colleges and universities that would be particularly sensitive and effective in terms of minority recruitment and retention

The brochure should be disseminated to community groups, public libraries, religious groups, civic organizations, high schools, and junior colleges.

Finally, a clearinghouse should be established to provide speakers on business careers and business schools, and to provide to schools, corporations, and other organizations a periodic summary of information and recruitment programs in existence for minorities.

Recommendation #2. **Provide additional financial support for minority students and business school programs assisting minorities.**

An important part of increasing minorities in business is providing the financial aid necessary for students in business schools to complete their education. To develop a useful funding program, the first step is to determine the unmet financial needs of minority students. Without this information, no realistic financial goals can be established.

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The financial needs of minority business students and the resources currently available should be projected for specific time intervals. General financial aid, personal and family contributions, scholarships, existing programs, and grants need to be considered in this resource base. The difference between projected student demand and financial aid supply determines the unmet need and becomes the financial goal of a funding program.

In addition, support should be provided to business schools in order to develop or enhance activities directly benefiting minority students. This might include special organizations or programs at majority schools, faculty and/or curriculum development programs at predominantly minority business schools, and other efforts involving the participation and benefit of all AACSB member institutions. Thus, funding projections need to be developed and implemented on a continuing basis.

***Recommendation* #3. Replicate existing programs and develop new efforts designed to increase the retention rate of minority students enrolled in business schools.**

Many individual schools already sponsor various minority student groups, special counseling activities, programs to sensitize majority faculty to their teaching effectiveness with minority students, and other support efforts. Other organizations, which network among multiple campuses, provide academic, career, or social reinforcement to minority students. A more complete inventory and evaluation of these activities should be conducted. From the information gathered in this review, a "how to" manual should be developed to assist counselors, faculty, and other university personnel in starting and maintaining student support groups. This manual should be disseminated to state governing bodies for education, legislatures, university administrators, business school deans, faculty, student leaders, community action groups, and others associated with student interests.

Once the initial work is completed, a mechanism should be established to continually update and disseminate this information. There should be a resource person(s) who can assist universities and students in the use of the information provided.

***Recommendation #4.* Encourage and support the upward mobility of minority managers in business organizations.**

A crucial component to the long-term success of any effort to increase minority enrollment in business schools is convincing evidence that resulting business careers provide genuine professional challenges and financial reward. Accordingly, corporations should be provided with information on successful programs for the upward mobility of minority managers. Corporations are often persuaded to take action by receiving demonstrations of the successful experiences of other organizations.

Information provided should deal with effective means to evaluate managers on their performance in developing upward mobility among their minority employees. Information should be presented on how different organizations have identified criteria for positive upward mobility efforts and how managers are evaluated on these standards. In connection with the evaluation of these managers, information needs to be provided on effective ways to reward managers who have successfully met upward mobility goals.

Another step in this part of the action plan is presenting to organizations means for identifying and developing managers from the minorities already within their organizations. The information provided needs to include evaluation of alternative assessment approaches as well as information on sensitivity training to allow for smooth transition of minorities into management. Again, the best way to convince corporate leaders to change is to identify success stories and models used in other organizations.

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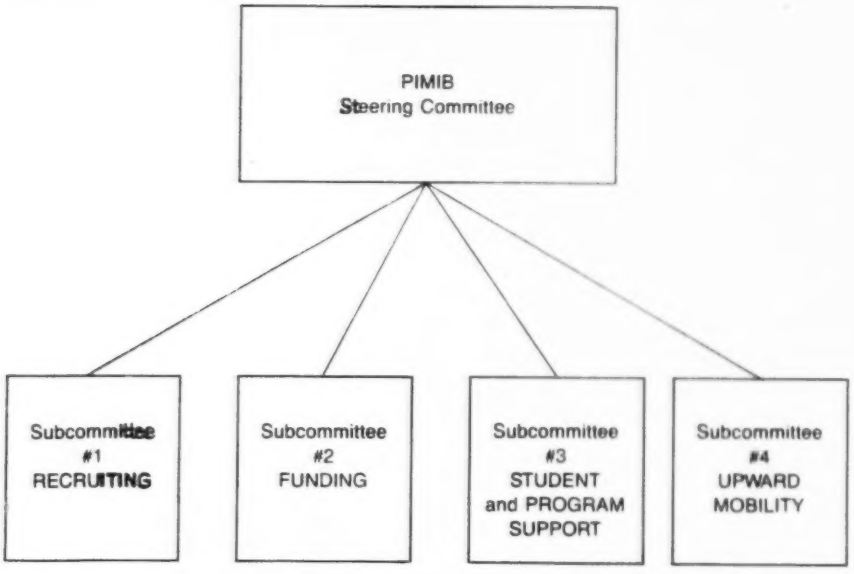
Implementation Steps

AACSB is seen as the natural focus of a program for increasing minorities in business since it has the reputation and mechanisms for drawing business and academic leaders together. It is the joint effort of these groups that can successfully implement the proposed action plan. The following structure is proposed:



The PIMIB Steering Committee will be a standing committee appointed by the president of AACSB, and reporting to the Board of Directors. It will be a four-person committee with the chair of the Committee on Equal Opportunity for Minorities as an ex-officio member. The Steering Committee will coordinate and guide program initiatives and fund raising proposed by the four subcommittees. Each of the Steering Committee members will chair one of the subcommittees, and will be responsible for the selection of other subcommittee members. The four subcommittees represent the four key issues identified by the PIMIB Task Force. The initial charge for the subcommittees is:

1. To diversify their membership to represent the constituencies of concern to PIMIB, within the AACSB, and particularly among external groups;
2. To use information and recommendations drawn from the PIMIB Task Force (Wisconsin and Texas reports, Appendix A of this report and the Task Force's original list of proposals) as a basis for organizing specific action programs, developing budgets for these activities, implementing such efforts over an identified time frame, establishing means to measure their effectiveness and providing (at least annual) progress reports to the AACSB Board of Directors.

It is clear that AACSB has a singular opportunity and responsibility to lead the combined efforts of employers, pre-college and college officials, minority organizations, and other professional groups in an effort of major and continuing importance to all members of our society. However, it is only with the commitment of these organizations, both within and outside of AACSB, that this opportunity can be realized.

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Appendix A

Proposed Implementation Steps for Key Recommendations

Recommendation #1. **Increase efforts to provide information about business careers and business schools to pre-college students, counselors, and parents.**

Initiative #1: **Develop and implement a communications/media campaign.**

Action Steps:

1. Prepare specific proposal for advertising industry service organizations on the constituencies to be reached, and the messages to be imparted, via mass media. Secure their voluntary participation.
   a. Improve image of corporate America in minority community.
      1. TV, newspaper, radio and magazine spots featuring significant business leaders and successful minority businesspersons.
   b. Develop and disseminate brochure on business careers, necessary preparatory courses, college admissions, and financial aid.

Initiative #2: **Establish clearinghouse for information on model business/school/community programs, speakers, and other activities directed toward minority students.**

Action Steps:

1. Tie into all existing programs, i.e., LEAD, ABC, Inroads, Consortium, COGME, BEEP, minorities efforts among engineering and law schools.
2. Develop new model programs for implementation in local communities.
   a. Business careers seminars for counselors.
   b. Business career days/weeks for minority students.
   c. Case exercises on business careers for students, and establish model to teach case.
3. Develop network of successful minority businesspersons to interact with minority high school and junior college students.
   a. Utilize minority role models in participating organizations, among alumni, in community, and from groups such as Black MBA's Association.

Initiative #3: **Establish and disseminate model junior high and high school pre-business curriculum.**

Action Steps:

1. Solicit input from key constituent groups: public school superintendents, high school teachers, university business professors, professional business organizations, accrediting agencies, parent/teacher groups.

Initiative #4: **Strengthen pre-business curriculum and counseling among junior colleges.**

Action Steps:

1. Greater initiative by collegiate schools of business toward informing junior college students, counselors, and administrators of:
   a. Established minimum entrance and completion requirements.
   b. Expectations of business professors for successful academic performance.

c. Increased competition among students after transfer to four-year college.

d. Resources available at four-year college, i.e., tutoring, advisers, financial assistance.

2. Develop liaison to accomplish the above among groups such as:

a. National Association of Governing Bodies of Universities and Community Colleges.

b. National Association of Chief Administrators of Universities and Community Colleges.

c. American Assembly of Collegiate Schools of Business.

Initiative #5: Develop program to identify talented students from high schools, junior colleges, and other majors within the university, and recruit them into business programs.

Action Steps:

1. Develop counseling programs for high school counselors conducted by business schools: how to identify promising students.
2. Obtain names of minorities scoring high on SAT, ACT exams; send names to business schools; send students informational material.
3. Hold business school "information day" on campus for students from other fields.
4. Inform college recruiters and counselors of business opportunities.
5. Obtain composite SAT scores from predominantly minority high schools; focus recruiting on those with best records.
6. Offer special program on campus (i.e., computer course) for gifted high school students.
7. Develop informational material for historically black schools to assist in their recruiting.

***Recommendation #2.* Provide additional financial support for minority students and business school programs assisting minorities.**

Initiative #1: Assess the specific need for financial aid by minority students.

Action Steps:

1. Solicit input from representatives of AACSB, universities, and the private sector. Use engineering as a model for the assessment of financial aid needs.
2. Establish quantitative goal and timetable for the number of minority students to be recruited, based on a standard such as population parity.
3. Assess the financial aid needs of the student pool to be recruited.
4. Determine the financial aid resources currently available for students in the recruitment pool.
5. Report to the PIMIB Steering Committee on the amount of funds to be raised.
6. Establish a plan for the distribution of funds.

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Initiative #2: Document and evaluate existing sources of financial aid for minority students seeking a career in business.

Action Steps:

1. Hire a researcher charged with documenting all sources of funding for minority students interested in studying business at the undergraduate and graduate levels. Include both obvious and less-than-obvious sources.
2. Evaluate the viability of various sources in terms of the amount of funds available, ease of application, and nature and extent of the competition. Also, evaluate the sources in terms of "strings attached."
3. Develop guidelines for fostering the efforts of minority students to seek out and apply for grants/awards from various sources.
4. Publish findings and conclusions in a booklet.
5. Aggressively distribute the booklet to multiple audiences in the minority community - especially the talented student who needs encouragement. Coordinate distribution with national public relations efforts. Audiences should include parents, teachers, obvious potential applicants, students needing encouragement, community groups, etc.
6. Update the booklet as needed.

Initiative #3: Assess the need and financial requirements for minority program development and improvement.

Action Steps:

1. Solicit input from predominantly minority business schools on specific needs for improving program quality.
   a. Develop model programs for curriculum improvement, faculty enhancement, etc.
2. Solicit input from Student Support Subcommittee on program needs of minority business students at majority institutions.
   a. Develop model programs for academic, career, and social reinforcement.
3. Report to the PIMIB Steering Committee on the amount of funds to be raised.
4. Establish a plan for the distribution of funds.

***Recommendation #3.* Replicate existing programs and establish new efforts designed to increase the retention of minority students enrolled in business schools.**

Initiative #1: Develop student associations and programs by ethnic/racial group to: help each other through school; help each other find jobs; and help each other integrate into professional organizations for additional networks.

Action Steps:

1. Further define the mission of such organizations and programs.
2. Instruct deans and minority student leaders on implementation steps:
   a. Identify and appoint strong tenured faculty to advise programs.
   b. Determine how to obtain official campus status.
   c. Give access to names of college recruiters and key alumni.
3. Establish AACSB award for exemplary organization/activity.

Initiative #2: Develop model pre-college skills orientation program.

Action Steps:

1. Encourage orientation programs that permit minority students to:
   a. Experience the college campus.
   b. Learn about career options.
   c. Learn about performance expectations of professors.
   d. Learn about support resources on campus.
   e. Learn about campus procedures.
   f. Tour businesses in surrounding community.
   g. Establish a network of support systems from peers, professors, and corporate executives.
2. Develop a clearinghouse for information on successful programs that are transferable to other institutions. Target universities in areas with high minority population, or who recruit aggressively for minorities. Provide resource persons and model proposals.
3. Disseminate information to governing bodies of state institutions, chief executive officers of schools, foundation officials, business deans, business leaders.
4. Track students to develop data for future programs and share information with other colleges.

Initiative #3: Assist schools in developing a network with minority alumni, managers, public officials, community action organizations, and faculty from non-business disciplines.

Action Steps:

1. Develop a "how to" manual from existing success stories.
2. Establish an award system for successful development and use of networks.
   a. Create a national newsletter.

Recommendation #4. **Encourage and support the upward mobility of minority managers in business organizations.**

Initiative #1: Encourage chief executive officers to establish within their organizations that the evaluation, promotion, and reward of managers includes success at obtaining and advancing minority employees.

Action Steps:

1. Develop data regarding current practice on minority retention and promotion. Is the advancement of minority people to management a high priority?
2. Develop data regarding favorable effects on productivity and profit of a manager's ability to effectively retain and promote all elements of a diverse workforce.
3. Develop a model set of criteria regarding evaluation of a manager's performance in advancing minorities.
4. Report to all managers a summary of the annual effect on productivity and managerial performance.

Initiative #2: Catalog and report, with suggested solutions, to top management the various (real or perceived) road blocks to upward mobility of minority employees.

Action Steps:

1. Make available to the Conference Board and Business Roundtable a digest of articles on Hispanics and blacks in order to educate business leaders on the problem of perceived inequality.
2. Identify a list of organizations of chief executive officers.
3. Survey professional minority organizations for articles and other information.
4. Select representative articles and send the digest to listed organizations.
5. Prepare annotated bibliography and disseminate to listed organizations.

Initiative #3: Within the corporation, encourage early selection, sponsorship, and special tracking of outstanding minority employees for upward mobility.

Action Steps:

1. Identify successful models for the early identification of minorities in a fast track program.
2. Assess and report the strengths and weaknesses of these models.
3. Disseminate these findings in an AACSB report to a broad corporate audience.
4. Track these efforts to measure progress and problems and disseminate information to the same corporate audience.

Initiative #4: Encourage employers to conduct in-depth sensitivity programs for all managers to instill a personal commitment for programs of affirmative action.

Action Steps:

1. Summarize a report on research on successful minority managers.
2. Conduct research on attitudes of minority managers to assess their perception of upward mobility problems.
3. Identify companies that conduct successful sensitivity training workshops.
4. Convene forum of persons who have run these workshops to share ideas on and prepare model of how to conduct them.

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Appendix B

Members of the Program to Increase Minorities in Business Task Force

The Task Force was appointed by the AACSB Committee on Equal Opportunity for Minorities to represent a broad constituency. The members of the Task Force and their institutional affiliations are listed here. While the experiences and perspectives of the members' affiliations and constituencies influenced the deliberations of the Task Force, its conclusions and recommendations are those of the members alone and do not necessarily reflect those of their organizations.

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Appendix B *(Continued)*

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Appendix C

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Appendix D

Contributors

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